



Grade 3 Science and Social Studies Year At-A-Glance

Science Theme: Interactions in Our World | Students study interactions of forces and matter and how plants and animals, including humans, interact with living and nonliving aspects of the environment.

Social Studies Theme: Ancient World Cultures | Students examine the social, cultural, and political characteristics of major ancient world cultures and recognize that they served as the foundation for modern governments, customs, traditions, and perspectives.

<u>Quarter 1</u>	<u>SOCIAL STUDIES</u> Unit 1: Civics – Good Citizenship (about 11 days)	<u>SCIENCE</u> Unit 1: Interactions with Water (about 13 days)	<u>SCIENCE</u> Unit 2: Earth’s Water (about 12 days)	<u>SOCIAL STUDIES</u> Unit 2: Geography and Map Skills (about 13 days)
<u>Quarter 2</u>	<u>SCIENCE</u> Unit 3: Interactions in Ecosystems (about 13 days)	<u>SOCIAL STUDIES</u> Unit 3: Economics (about 9 days)	<u>SOCIAL STUDIES</u> Unit 4: China and Egypt (about 11 days)	<u>SCIENCE</u> Begin Unit 4: Adaptations (about 9 days)
<u>Quarter 3</u>	<u>SCIENCE</u> Complete Unit 4: Adaptations (about 4 days)	<u>SOCIAL STUDIES</u> Unit 5: Greece and Rome (about 15 days)	<u>SOCIAL STUDIES</u> Unit 6: Mali (about 16 days)	<u>SCIENCE</u> Unit 5: Interactions with Soil (about 7 days)
<u>Quarter 4</u>	<u>SCIENCE</u> Unit 6: Interactions that Impact Ecosystems (about 16 days)	<u>SOCIAL STUDIES</u> Unit 7: Government (about 15 days)	<u>SCIENCE</u> Unit 7: Interactions and Forces (about 16 days)	

Unit guides will be released prior to the start of each quarter.

Note: Science and Engineering Practices (SEPs), SOL 3.1a-f, and Social Studies essential skills, SOL 3.a-j, should be embedded throughout the year rather than taught in isolation.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<u>SOCIAL STUDIES</u> <u>Unit 1: Civics – Good Citizenship</u>	about 11 days Assessment Window Week of 08/25/25 <i>required IDM (LAA)</i>	3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of Unites States citizenship by e) taking part in the voting process when making classroom decisions; and i) describing the purpose of rules; and j) understanding responsible digital citizenship.
	<u>SCIENCE</u> <u>Unit 1: Interactions with Water</u>	about 13 days	3.3 The student will investigate and understand how materials interact with water. Key ideas include a) solids and liquids mix with water in different ways; and b) many solids dissolve more easily in hot water than in cold water.
	<u>SCIENCE</u> <u>Unit 2: Earth's Water</u>	about 12 days	3.7 The student will investigate and understand that there is a water cycle and water is important to life on Earth. Key ideas include a) there are many reservoirs of water on Earth; b) the energy from the sun drives the water cycle; and c) the water cycle involves specific processes.
	<u>SOCIAL STUDIES</u> <u>Unit 2: Geography and Map Skills</u>	about 13 days	3.2 The student will apply history and social science skills to locate and describe major geographic features of Africa, Antarctica, Asia, Australia, Europe, North America, and South America by a) locating and describing the seven continents and the five oceans; and b) locating and describing the equator, the Prime Meridian, and the four hemispheres; 3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by a) identifying and locating major bodies of water; b) identifying and locating major mountain ranges; c) describing how geographic features have impacted the lives of individuals; and d) connecting geography to major historical events.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<u>SCIENCE</u> <u>Unit 3:</u> <u>Interactions in Ecosystems</u>	about 13 days	3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms. Key ideas include a) ecosystems are made of living and nonliving components of the environment; and b) relationships exist among organisms in an ecosystem.
	<u>SOCIAL STUDIES</u> <u>Unit 3:</u> <u>Economics</u>	about 9 days Assessment Window Week of 12/1/25 <i>required IDM (LAA)</i>	3.10 The student will apply history and social science skills to explain basic economic principles by a) defining production, distribution, and consumption of goods and services; c) recognizing that because people and regions cannot produce everything they want they specialize in what they do best and trade for the rest; and d) identifying examples of making an economic choice and explaining the idea of opportunity cost.
	<u>SOCIAL STUDIES</u> <u>Unit 4: China and Egypt</u>	about 11 days Assessment Window Week of 12/15/25 <i>required IDM (LAA)</i>	3.4 (Egypt) 3.5 (China) The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Egypt (3.4) and China (3.5) by a) locating ancient Egypt/China on a map of the world; b) connecting the geography of ancient Egypt/China and its economy; c) identifying and explaining the government; d) describing the arts and innovations; and e) identifying and explaining the architecture and its influence in the world today. 3.10 The student will apply history and social science skills to explain basic economic principles by b) understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.
	<u>SCIENCE</u> <u>Begin Unit 4:</u> <u>Adaptations</u>	about 9 days	3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include a) populations may adapt over time; b) adaptations may be behavioral or physical; and c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<p align="center">SCIENCE Complete Unit 4: Adaptations</p>	<p align="center">about 4 days Assessment Window Week of 01/26/26 <i>required PBA (LAA)</i></p>	<p>3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include</p> <ul style="list-style-type: none"> a) populations may adapt over time; b) adaptations may be behavioral or physical; and c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.
	<p align="center">SOCIAL STUDIES Unit 5: Greece and Rome</p>	<p align="center">about 15 days</p>	<p>3.6 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Greece by</p> <ul style="list-style-type: none"> a) locating ancient Greece on a map of the world; b) describing the unique geography of ancient Greece; c) identifying and explaining direct democracy; d) describing the arts and innovations; and e) identifying and explaining the architecture and its influence in the world today. <p>3.7 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Rome by</p> <ul style="list-style-type: none"> a) locating ancient Rome on a map of the world; b) connecting the geography of ancient Rome to its economy; c) identifying and explaining representative democracy; d) describing the arts and innovations; and e) identifying and explaining the architecture and its influence in the world today. <p>3.10 The student will apply history and social science skills to explain basic economic principles by</p> <ul style="list-style-type: none"> b) understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.
	<p align="center">SOCIAL STUDIES Unit 6: Mali</p>	<p align="center">about 16 days Assessment Window Week of 03/02/26 <i>required IDM (LAA)</i></p>	<p>3.8 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of the ancient empire of Mali by</p> <ul style="list-style-type: none"> a) locating the ancient empire of Mali on a map of the world; b) connecting the geography of ancient empire of Mali and its economy; c) identifying and explaining the government; d) describing the arts and innovations; and e) identifying and explaining the architecture and its influence in the world. <p>3.10 The student will apply history and social science skills to explain basic economic principles by</p> <ul style="list-style-type: none"> b) understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.
	<p align="center">SCIENCE Unit 5: Interactions with Soil</p>	<p align="center">about 7 days</p>	<p>3.6 The student will investigate and understand that soil is important in ecosystems. Key ideas include</p> <ul style="list-style-type: none"> a) soil, with its different components, is important to organisms; and b) soil provides support and nutrients necessary for plant growth.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<u>SCIENCE</u> <u>Unit 6:</u> <u>Interactions</u> <u>that Impact</u> <u>Ecosystems</u>	about 16 days	3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include <ol style="list-style-type: none"> human activity affects the quality of air, water, and habitats; water is limited and needs to be conserved; fire, flood, disease, and erosion affect ecosystems; and soil is a natural resource and should be conserved.
	<u>SOCIAL STUDIES</u> <u>Unit 7:</u> <u>Government</u>	about 15 days	3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by <ol style="list-style-type: none"> recognizing that Americans are people of diverse ethnic origins, customs and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms; describing the rights guaranteed to citizens in the First Amendment; understanding the importance of supporting and defending the Constitution of the United States and the Bill of Rights; respecting and following local, state, and federal laws; running for elected office; serving on a jury; and paying local, state, and federal taxes. 3.9 The student will apply history and social science skills to explain the basic structure of the United States government by <ol style="list-style-type: none"> explaining the purpose of government and understanding that countries have different types of government similar to and different from that of the United States; explaining how the Constitution supports the structure of the United States government; identifying and describing the three branches of government; explaining what governments do at the national, state, and local levels; and explaining how local, state and national governments are organized.
	<u>SCIENCE</u> <u>Unit 7:</u> <u>Interactions</u> <u>and Forces</u>	about 16 days Assessment Window Week of 06/08/26 <i>required PBA (LAA)</i>	3.2 The student will investigate and understand that the direction and size of force affects the motion of an object. Key ideas include <ol style="list-style-type: none"> multiple forces may act on an object; the net force on an object determines how an object moves; simple machines increase or change the direction of a force; and simple and compound machines have many applications.